TEACHERS' NOTES
UNITS 1-4

Tourism **IN**sight

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Handbook Introduction

This set of notes is intended to provide you with suggestions and guidance with regard to supporting the use of the four online units:

1. Introduction To Irish Tourism
2. Careers In Tourism & Hospitality
3. Great Customer Service
4. Tourism Landscape

The units have been designed to be accessed and engaged with in two ways. Firstly, they can be used in a solely online environment whereby users access the units on their own and work through the material and activities on an individual basis. However, in the context of school users the units are intended to be used in support of class based activities including discussion and group work. These notes are intended to provide some background and context to the units and the various activities, including a number suggested additional ways of expanding the activities.

Learning Approach

The units have been developed with a number of learning strategies embedded which are based on encouraging active student participation & engagement:

- Individual viewing and reading of the online unit
- Students will be encouraged to use (where available) the internet as research tool
- The approach incorporates the student workbooks which is intended to be used to give an opportunity to:
  - encourage debate;
  - analyse data
  - retrieve & record information;
  - provide a vehicle for paired activities;

- brainstorming;
- appreciate the use of media;

Using the online resources and workbooks

The units have been designed to be worked through sequentially in tandem with the workbook. Bearing in mind that the average second level class is approximately 40 minutes it is envisaged that in order to work through the online unit and complete all the activities it will take approximately 60 to 70 minutes which can be broken down as two single classes or one double. However, a number of activities could be extended (such as the 'Storyboard' in Unit one) and thus it is possible that the units could take up to three classes depending on the level of interactivity that you wish to do and/or have available time. It is important to note that the units and accompanying workbooks have been designed that they can be used to stimulate further activates and do not necessarily have to be worked through in one sequential setting.

While the unit is designed to be cross compatible in terms of web browsers. However, the recommendation for optimal performance is **'Mozilla Firefox'. Students will require headphones and a pen.**

Navigating through the Online Units

There are two ways to navigate through the units. Firstly, students can go forward by clicking on 'NEXT >' and backwards by clicking on '<PREV' on the bottom right hand corner.

Additionally there is a 'Menu' option in the top right-hand corner. Clicking on this gives you a drop down menu which allows you to select any of the pages that you wish. This is particularly useful is someone has gone through the unit and simply wishes to look at a specific part of the unit rather than working their way from the start again. There is also a 'Resources' option in the top right-

hand corner. Clicking on this tab will provide a link to PDF documents.

Introduction & Learning Outcomes for Unit One - Introduction to Irish Tourism

This unit is intended to act as an introductory unit to the Tourism & Hospitality sector in Ireland. In this unit we simply wish to get students thinking about the role that tourism and hospitality plays in Ireland, both culturally and economically. However, the unit aims to move beyond simply developing an appreciation of the Tourism & Hospitality industry at national and regional level; the aim is also to encourage them to reflect on their own county/locality's attributes. Thus the four learning outcomes are:

1. Develop a familiarity with some of the sources of information for tourism statistics
2. Develop an appreciation of the significance that overseas tourists make to the Irish economy
3. Understand the range of activities that tourists engage in
4. Encourage you to reflect on what your own area/county has in terms of tourist attractions

Unit One Activities

Activity One – Different Markets

In the Activity - **Different Markets** the intention is that we get the students to consider that when a product is marketed that a 'one size fits all' approach is not always appropriate. We need to have different message for different target audiences. Thus for the American market the intention is to sell notions of 'the old country' and genealogical tourism; whereas with British audiences it might be the short break and so on.

The four videos on the slide called **"What Did We Promise Them?"** provides the students with the opportunity to ask what message or aspects of Ireland do the different videos offer? For example, what type of images and music are utilised?

Each video is approximately two minutes long; depending on resources and time this could be done as a shared activity with students working in twos or threes to evaluate and report back on the four videos.

Activity Two – Storyboard

The '**Storyboard**' activity aims to draw on the enterprise/entrepreneurial strand of Transition Year (TY) by encouraging the students to take responsibility for marketing their locality. This activity builds on the market analysis skills required for the 'different markets' activity by applying them to a problem based scenario:

"Imagine that you have been commissioned to make a video that will attract tourists into your area to help local enterprise. Make a storyboard of at least four places of interest in your locality that will be in the video – think about what message are you trying to convey?"

The boxes provided can be used for either text or if the activity is made into a longer project students might complete this activity over a longer period of time by first having discussions with classmates/teacher and then taking photos of their locality and pasting them into the workbook. In addition to the storyboard students should also write a short narrative of the overall message that is being conveyed e.g. history, fun, picturesque outdoor activities.

The aim of **Overseas Visitors by County** is to familiarise students with sources of tourist information from Fáilte Ireland. This data is held on a PDF document which is accessed by clicking on the word 'Resources' in the top right hand corner. In order to make the activity more engaging the students are asked to complete a number of questions:

1. What was the total number of visitors to your county?
2. Aside from Dublin, which county had the highest number of North American Visitors?

3. Which county had the lowest number of overseas visitors?
4. What was the total number of British visitors for the three counties that make up 'The West'?
5. What statistic from the table surprised you and why?

However, should you wish, you can add to, or amend these questions.

The activity - **Your Region/County** requires the students to apply their search skills to a specific area. The choice of regions/counties is limited to the resources available from Fáilte Ireland and therefore students may need to be directed to a regional link that is closest to their home locality. However, teachers may choose to designate different students/groups to different regions/counties rather than having every student access the same data.

The link takes them to a series of information slides for each region/county where they are asked to locate information regarding to the experiences of tourists. The final question can be used as a discussion activity after completing the online unit if time permits.

N.B. FOR BOTH of the two activities: In the workbook the students are instructed to: "When you have finished reading the Fáilte Ireland document click back on the Tourism Insight Tab".

If they click on the X on the top right hand button they may (depending on the browser) close down the whole workbook so it is important that they use the tabs at the top to navigate back to the online unit.

The final activity is the **Visitor attraction Quiz.** Students will be provided with links to the top ten fee charging attractions and asked to locate some information which should be readily available. The main aim of this activity is to simply familiarise

them with the range of fee charging attractions – the quiz is the means of getting them to search.

N.B. There is NO audio during the quiz.

Introduction & Learning Outcomes for Unit Two - Careers in Tourism & Hospitality

As stated in the student workbook this unit is intended to both encourage people to consider the possibility of working in the tourism and hospitality sector and to raise the profile of the huge range of jobs available in the sector. Often there is quite a narrow view on the range of jobs available in the sector, this unit aims to dispel some of the notions with regard to a career in the sector and to act as a source of information about training and education routes. Thus, the learning outcomes for unit two are:

1. To reflect on your own skills and characteristics and consider if the sector might be a career for you
2. Familiarise you with a range of possible roles in the sector
3. Provide you with information on career and education pathways into the sector

This unit will take longer than unit one as there twelve staff story videos. However, depending on time and resources the class can be broken into groups with each group just watching a selection of the videos and undertaking the associated activities.

Unit Two Activities

Activity One – Is it for me?

This mini-suitability should simply be taken as a vehicle that is aimed at stimulating some reflection on the part of the student. As the student workbook says, there are no right or wrong answers; the resultant score should simply be taken as a jumping off point so to speak. If students are intent on finding out more about a career in the sector they should of course access the guidance services in the school.

Activity – Careers List

It is quite likely that many of the students will be familiar with roles such as hotel receptionist, accommodation assistants, tour guides and waiting staff when they think of the tourism and hospitality sector. However, as the online unit highlights there are many role available in the sector. The aim of this activity is to encourage the students to explore the wider range of careers available.

2 x Activity – PLCs & CAO Entry

These two activities require the students to utilise the internet in order to locate and identify two education routes into the sector, the Post-Leaving Certificate (PLC) and direct entry into higher education via the CAO system. Although it is possible to enter the sector directly and progress in that way; increasingly those who wish to make a career in the sector are undertaking a formal educational route. The key element of both activities to get students to think about a possible career in the sector and having identified a possible role/s to find out what education entry routes are available and what those course/s entail.

Activity – The Twelve Stories

The final part of this unit introduces twelve people who have different careers across the tourism and hospitality sector. While there a number of variations with regard to the specific questions asked, they all follow the same basic pattern in terms of identifying the duties associated with that role and the route by which the person entered the career. Clearly it would take quite a long time to watch all 12 videos and complete the workbook. In order to meet the requirements for completion certificate the student is only required to complete the activity sheet for any two of the stories. This activity can be managed in a number of ways depending on the class group. For example, you can simply ask each student to select any two of the videos and complete the relevant worksheet. Additionally you may divide the class into specific groups and ask them to watch the videos, complete the relevant worksheets and then present the story to the rest of the class. In this way all the class will be exposed to the twelve roles without having to watch all twelve videos with the additional benefit of group work activity.

Introduction & Learning Outcomes for Unit Three - Great Customer Service

Having looked at the various careers and entry routes in the previous unit we now move onto the central aspect of the hospitality and tourism sector: customer relations. The learning outcomes of the unit:

1. To understand the importance of looking after the customer
2. Develop confidence in your own ability to provide great customer service
3. Have knowledge regarding the elements that impact on good communication skills in relation to customer care

While the unit looks at customer care in the sector, as you will see from the online unit and the associated activities much of the material is relevant across a range of settings where strong interpersonal skills are required.

Unit Three Activities

Activity - RATER

This activity is based on the premise that excellent customer service begins with the experience of being a customer yourself. The RATER activity provides a useful framework through which the students can reflect on previous examples of positive and negative customer experiences. While the sheet only has room for one bad and one good experience extra copies can be made; especially if you wish to make this a group/class discussion where students might share customer service experiences.

Activity – Value for Money

Value for money is one of the phrases which will evoke all sorts of reactions; what one person thinks is value for money another may not and so on. Some students may need some prompting to consider and identify example; and again while the students can do the activity as an individual exercise it might also be a useful exercise for a group discussion.

Activity – The Competition

This activity builds on the notion of value for money by asking the students to undertake basic research and evaluation in order to make comparisons between goods and services offered. As such, the activity can used to facilitate further discussions around concepts of value for money.

Activity - Complaints

As highlighted in the student workbook it is important to acknowledge that not every customer's experience is positive. While a negative customer experience is not what any hospitality provider wants; it does not mean that lessons cannot be learnt from the experience. In fact, complaints can and should be viewed as opportunities to learn and develop the ability to turn the situation around.

Introduction & Learning Outcomes for Unit Four - Tourism Landscape

Unit four moves from the micro level of one to one interaction to the national level looking as it does at the 'landscape' of the different agencies and organisations, both statutory and non-statutory, that make up the tourism and hospitality sector. The learning outcomes for unit three are:

1. Understand the structure of the Tourism Industry in Ireland
2. Know the various agents and the role they play in tourism in Ireland

The primary aim of the unit is for the student to appreciate that no matter what role a person occupies in the sector they are part of a much larger community.

Unit Four Activities

Activity – Create an itinerary

This activity is about creating an understanding of the importance of branding with regard to the promotion of a region through engagement with the Wild Atlantic Way and Ireland's Historic East websites. Students should be encouraged to take ownership of their two itineraries. If possible they could make their itinerary into a presentation with accompanying support material such as a PowerPoint presentation with details and images of their planned trip.

Activity – Market Research

 This activity does not require the students to access the internet, rather the resource tab provides two PDF documents where all the information that they need is provided. In order to make the activity manageable (in terms of time required) there are only 7

questions. However, the number of questions can be expanded as there is a league dataset available in each document.

Activity – Local Authorities

This activity aims to encourage students to adopt a local focus in terms of realising what their local authority provides with respect to tourism. This activity may prompt some discussion and questioning on what exactly local authorities are and what they do.

However, given the diversity of the style and format of websites for the different local authorities this task may present something of a challenge. Students may need to be supported in terms of their website search skills as different sites may be more difficult to navigate; that is why the final question asks the students to comment on the ease of access. In turn, this question could lead onto a class discussion about information accessibility and the internet.

Conclusion

Whether or not students decide on a career in the tourism and hospitality sector we hope that they have learned more about their country, their county, the tourism and hospitality sector and a little about themselves through undertaking this course.

We are very aware that class size and composition will vary and therefore there may need to be adaptation and modification as students work through the units and the workbook.

From the outset this programme has been designed in collaboration with students and teachers. The design team welcome any feedback and suggestions for additional or supplementary activities via the programme's website.